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Perceptions of school administrators about teacher leadership in Azerbaijan

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Abstract. One of the concepts with unclear definitions is teacher leadership. Teachers must be inclined to take various risks to become leaders. In fact, in practice, most teachers are not taught leadership skills in career preparation programs. Teachers' success in decision-making processes and school leadership efforts is sometimes limited.

Teachers who achieve control in their classrooms have much more power to make suggestions to other adults in the school and can bring valuable qualities to the school as teacher leaders. In addition to aiming to organize effective classroom activities, teacher leadership also requires taking part in school activities.

This research was conducted to discuss the roles and strategies of principals and teachers in developing teacher leadership in Azerbaijan. To achieve the purpose of the research, the scanning method was followed and a theoretical analysis was made. Leadership is the ability to motivate a group, gather them around certain goals, and achieve these goals together. As an effective leader, the teacher has the responsibility of developing a vision, sharing his vision, and organizing learning experiences appropriate to the development and individual differences of all students.

Keywords: Azerbaijan, teacher leadership, school, education, administrator, classroom

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1.Introduction

Contemporary educational leadership is focused on learning and self-development. Therefore, today, the need for school administrators and teachers to redefine their behaviors and skills comes to the fore. According to Lieberman (1992), he specifies vision, structure, time, and skills as essential conditions for new teacher roles and responsibilities. Most of the recent research on school leadership highlights teachers' leadership roles.

Teacher leadership roles may differ according to the leadership status of teachers. Expectations of teachers about the work they do are increasing and their current competencies are not enough. In addition, they are required to practice many changes and innovations in addition to being active in subjects other than the curriculum. However, it seems very difficult for teachers to do all these things alone, so teachers should be able to cooperate. Some of the evidence that teacher leadership improves trust and collaboration with colleagues include; It has a positive effect on school culture and contributes to educational and organizational development.

Fullan (1994) argues that teacher leaders can influence school culture with their leadership behaviors in the context of learning and teaching, interpersonal relations, continuous professional learning, change management, and organizational values. Improving the teacher's leadership role will also increase the quality of school management. Because the teacher leader will participate in the decision-making process more consciously and will contribute to the organizational change of the school. Teacher leaders are people who can influence the behavior of both students and colleagues in the school environment. Most critical in definitions of teacher leadership is the fact that a teacher applies more motivational strategies to energize the group or students' interest and support for action. In this context, Tschannen-Moran M and Hoy WA (2021) stated that teacher leadership means creating an environment where students are motivated to teach and move towards learning. [Tschannen-Moran M and Hoy WA,2021, p.784]

Teacher leadership is the ability of the teacher to take on willing tasks in formal and informal educational activities and processes in the classroom and at school, to create projects, to influence the environment, to support the development of colleagues, and to build trust. Silva et al. (2002) defined the development of teacher leadership in three different ways: It is stated that the teacher's ability to influence formal processes in the classroom and school; supports the development of colleagues; and takes an active and willing role in school-wide activities [Arnold, H. J., Feldman, D.C. 2016, p.65-66].

2.Materials and methods

Advances in industry and technology occur rapidly and with great leaps; It has enabled companies to offer products of different qualities, prices, standards, and qualities to the market day by day. All these developments have not only made it easier to meet the needs of human beings but also caused social life, needs, and problems to reach different dimensions and scopes. Therefore, people's grievances regarding the quality, price, health, security, warranty, and technical service of the goods and services offered to the market have also increased. These problems have revealed the need for consumer protection and how important consumer rights are. This study aims to reveal how aware consumers are of the rights provided to them by law and to evaluate how they react to the grievances they encounter during their shopping and how much they use the rights they have.

Data related to the research problem were collected through a literature review and interview. First, a wide literature was scanned by accessing domestic and foreign sources, and after the data provided by this method was systematically analyzed and presented, the interview questions prepared and developed as a result of the information obtained were applied to the study group randomly selected from the study population. The data regarding the first question was created based on the results of the literature review, and the answers to the other three questions were analyzed. Interview questions were distributed to teachers and school administrators working in teaching schools. First of all, it was suggested that all managers be interviewed. Face-to-face interviews were held with the administrators and teachers who agreed to be interviewed, in their schools. The data were analyzed, the answers were read one by one, the opinions shared by more than 70% were included in the findings, and these informal but controlled interviews were written down. During the interviews, each participant was asked the same question. This study shows teachers' and administrators' views, experiences, and the teacher leadership behaviors and obstacles they engage in. Findings based on the data provided by the techniques used are presented below. The research of Bennis and Bass will be used in the study.

Research Questions

How does teacher leadership manifest in Azerbaijan schools?

How do teachers see interconnections between teacher leadership and impact teaching?

Does teacher leadership influence teacher-student relationship?

Results

In this part of the research, participants' views on teacher leadership and teacher leadership and teacher leader roles, how teacher leadership is

evaluated by school administrators, and their views on the suitability of teacher leaders' roles to their professions are included.

Leader teachers' opinions about the leadership qualities they see in themselves and their frequency distribution are given in Table 1.

Opinions	**Frequency**
Communicating Good	13
Isn't helpful	6
Being Active	4
Problem solving	3
Following Innovations	2
Being Social	2
Sharing What You Learned	2
Expressing Your Ideas Openly	2
Referring Others	1
Professional Competence	1
Be an example	1
Taking Initiative	1
	38

Table 1. Leadership Characteristics of Leader Teachers

Table 1 shows the views of teacher leaders regarding the leadership qualities they see in themselves. Among these features, good communication was the most mentioned and expressed feature by the participants. Thirteen of the participants think that they have good communication skills. Six of the participants helped, four people being active, three people solving problems, two people following innovations, two people being social, two people sharing what they had learned, two people expressing their ideas openly, one person directing others, one person professional competence, one person being an example, one person taking initiative.

Communication is a very decisive process in school life [Bennis A. 2016, p.87-89]. Eight of the participants stated that they had good communication with their colleagues, five with their students, one with the parents, and one with the school administration. Participants' opinions about good communication are given below:

My ability to communicate is very good. Both with my colleagues and my students. I have a very good communication channel. I will not offend or upset anyone. (P1)

I approach people moderately. I don't think I've even broken anyone's heart in 9 years. I mean well. I love everyone, mutual love, respect. We can say that my communication skills are strong. (P18)

I try to convey these (innovations) to the people around me as much as I can. I'm trying to answer the questions asked to me. The issues I help with are not only related to my own branch. Especially our friends who have just started their careers feel closer to us than the older generation and ask questions more easily. We can convey things to them more easily. (P1)

Generally, I prefer to take initiative. (P12)

I try to be an example, from my stance to my clothing. (P13)

3.Leadership qualities that a teacher leader should have

Participants were asked "What are your suggestions for improving and supporting teacher mentoring?" The question was posed. Participants' opinions about the leadership qualities that a teacher leader should have and their frequency distribution are given in Table 2.

Table 2. Leadership Characteristics That a Leader Teacher Should Have

Opinions	**Frequency**
Communicating Good	8
Professional Competence	5
Be an example	5
Following Innovations	3
Good Oratory	2
Isn't helpful	2
Problem solving	1
Establishing Trust	1
Having a Corporate Culture	1
	28

Table 2 shows the participants' opinions on the leadership qualities that a teacher leader should have. Eight of the participants think that leader teachers should have good communication skills. Five of the participants stated that professional competence, five stated that being an example, three stated that following innovations, two stated that good oratory skills should be present, two stated that helping, one stated that problem solving, one stated that providing trust, and one stated that the teacher leader should have qualities such as having an institutional culture. They are thinking.

The participants' opinions regarding good communication skills and professional competence are given below:

Communication is very important. The teacher leader must have good communication with his colleagues and students. (P1)

The teacher leader must be able to communicate well with students and teachers. (P2)

The teacher leader needs to provide trust. (P5)

It has to have a corporate culture. Every problem at school is a problem for me. I think this should be the most important thing in a teacher leader. (P7)

In my opinion, teacher leaders are like unofficial advisors in schools; they take part in the processes at school, organize and discipline these processes with patience, consistency and determination, regardless of conditions, time or circumstances. Variables such as teachers' personal characteristics and lack of internal motivation, unsupportive school management, cooperation and communication problems, bureaucracy and drudgery of the system negatively affect teacher leadership activities. If the teacher himself does not have leadership qualities, this is a hindering factor from the very beginning.

4. Leaders' Views on Their Efforts to Innovate at School

Participants were asked: "What are the efforts you make when an innovation is made in the school?" The question was posed. The participants' opinions about the efforts they make when innovating at school and their frequency distribution are given in Table 3.

Table 3. Efforts of Participants When Innovating at School

Opinions	**Frequency**
Giving Support	15
Idea Generation	2
Leading	2
Following Innovations	1
	20

Table 3 shows the participants' opinions about their efforts when innovating at school. The majority of teachers responded to support their efforts when it comes to innovation in the school. Two participants emphasized their efforts to generate ideas, two to lead, and one to follow innovations.

Participants' opinions on support efforts are given below:

If the innovation is truly for the benefit of the school, I will take responsibility. I ensure that my students contribute to that work along with myself. (P1)

I'm trying to be in it. What is new in school? For example, we can say social activities for our school. Being in almost all of them

I am working. For example, I actively took part in the painting and sound competitions held at our school. Since my arrival, theater and poetry recital activities have been organized by me at the school. In other words, I prefer to be directly involved rather than supporting it from outside. (P3)

We constantly express our suggestions in group meetings and meetings held by the ministry. But the ministry does not take this too seriously. It's just

a piece of paper. We write it on paper and it just flies away. Thanks to the school, when we say something, they take our suggestions seriously. (P8)

In addition, from teachers' opinions, it was revealed that the employees in the schools are willing to innovate, their differences are seen as a source of wealth, and teachers are evaluated based on their contributions to the school. This is a positive factor in making teachers open to innovations, willing to integrate new developments into the school, and working to improve themselves and the school. Having and supporting open-minded, innovative, open-minded, risk-taking teachers in educational institutions is a determinant in the course of schools becoming innovative. It can be said that the teachers in these schools have innovative characteristics such as being dynamic, imaginative, cooperative, creative, adaptable flexible, and eager for innovation.

5.Requirements for Teachers to Take on a Leadership Role

Participants were asked: *"Why do you think teachers should take on a leadership role?"* The question was posed. Participants' opinions about the necessity of teachers taking on a leadership role and their frequency distribution are given in Table 4.

Table 4. Requirements for Teachers to Take on a Leadership Role

Opinions	**Frequency**
Set to example	12
Teach	5
Shaping Society	1
	18

Table 4 shows the participants' opinions about the requirements for teachers to take on a leadership role. The majority of participants think that teachers should take on a leadership role to set an example for others. Five of the participants think that teachers should take a leadership role in teaching, and one person thinks that teachers should take a leadership role in shaping society.

The opinions of the participants who think that teachers should take a leadership role to set an example for others are given below:

These are important for both the society, the country, and the state. The teacher will be an example because education takes a country far. Education serves as the engine for the growth and development of a country. For example, when we look at Japan, America, or Europe today, we see the importance of education. (P4)

We have a dough called a human. We shape people. Therefore, whether teachers want it or not, it has an appeal to society. He needs to take a stand.

In that way, it can only teach something new and broaden the student's perspective. (P5)

Experienced people in all professions need to lead. That's the truth. Not just in teaching. Those who are experienced in all professions must convey their professional culture, professional ethics, and experience to those who are new to the profession. (P10)

Teacher leadership offers teachers and leaders the opportunity for simultaneous education, growth and development. In the interviews, teachers express their desire to improve themselves through postgraduate education, but they state that the education system and environment do not provide enough incentive and support elements.

6.Opinions on Obstacles of Teacher Leadership

Participants were asked: "Why do you think teachers avoid taking on leadership roles at school?" and "What barriers may prevent teachers from assuming leadership roles in their schools?" questions were asked. The participants' opinions on the obstacles to teachers taking on a leadership role and their frequency distribution are given in Table 5.

Table 5. Barriers to Teacher Leadership

Opinions	**Frequency**
Insufficient Wage	4
Lack of Time	4
Take responsibility	3
Regulations	2
Burnout	2
Family Problems	2
Vocational Incompetence	2
Lack of Motivation	1
Problematic Communication	1
	21

Table 8 shows the participants' opinions on the obstacles to teachers taking on a leadership role. The issues that the participants see as the most obstacles are insufficient wages and lack of time. Three of the participants responded to taking responsibility, two to regulations, two to burnout, two to family problems, two to professional inadequacy, one to lack of motivation, and one to problematic communication.

Participants stated that they saw insufficient wages as an obstacle to teacher leadership. The opinions of the participants who think that insufficient wages are one of the obstacles for teachers to take on leadership roles are given below:

This is due to regulations in the education system. People are now inundated with regulations. For example, he says, I will do this, but there will be a regulation obstacle, so I better not do it. This is the biggest problem in societies anyway. You always come across laws or regulations. As time passes, the concept we call depersonalization occurs. (K1)

There may be lack of motivation or lack of motivation on the part of the administration. (K7)

It may be related to personal characteristics. Most of them are passive personalities. They are afraid to take responsibility because they live with the mentality of the snake that is not worth me, long live it. Secondly, they do not have enough equipment. (K12)

The research reveals that obstacles to teacher leadership arise from different points such as central administration, school, and individual dimensions. According to the results of the research, the leadership characteristics of teachers are collected in three dimensions, and these dimensions are; It has been concluded that these are personal actions, collaboration skills, and professional knowledge skills. Leadership characteristics of teachers; It is seen that these are acting within the framework of a common understanding, sharing responsibility and information, being a role model, planning and communication skills, field expertise, and professional development. Bass (2019) states that many studies on teacher leadership point to the importance of creating shared norms and values among teachers and a collaborative school climate.

7.Opinions on Teachers' Communication Styles with Administrators and the School's Level of Assistance to Administrators

Participants were asked "How do you communicate with your managers?" and "Do your managers help you with your work?" questions were asked. The participants' opinions about the way they communicate with their managers and their frequency distribution are given in Table 6.

Table 6. How Participants Communicate with Their Managers

Opinions	**Frequency**
Good	15
Mixed	3
	18

Table 6. shows the participants' opinions regarding the way they communicate with their managers. Fifteen of the participants emphasized that they had good communication with their managers. The other three participants answered that their communication with their managers was complicated.

The opinions of the participants who responded that they had good communication with their managers are given below:

When we have a problem, we say it directly. Our assistant managers are solution-oriented. For example, my old manager always helped me. He would give ideas when we needed them. (P1)

The opinions of the participants who responded that their communication with their managers was complicated are given below:

My work always begins with conflict. I had conflicts with the manager since my internship. Because when you express different opinions, you constantly conflict. But in the end, it generally gets better. When I served as the deputy principal of the school, as the deputy principal, as a classroom teacher, and as a branch teacher, we had more or less an idea about these issues. We try to keep our relationships good. Our relationship starts with conflict and then continues with friendship. Once you get yourself accepted, you get along. (P15)

The participants' opinions about the level of help the school provides them and their frequency distribution are given in Table 7.

Table 7. School's Level of Assistance to Participants

Opinions	**Frequency**
Yes	11
No	3
Partially	4
	18

Table 7. shows the participants' opinions on the level of assistance the school provides them. Eleven of the participants thought that the school helped them in this regard. Three participants thought that the school did not help them in this regard, and four participants thought that it helped them partially.

The opinions of the participants who think that the school helped them are given below:

There are also subjects that our school helps with. They help with material and spiritual matters. Of course, sometimes they can't do anything. For example, you are going to prepare a project, but if the cost is too high, their hands are tied. Schools also have a certain balance of income and expenses. Can't get out of this. But when I told my managers that I would do this, I never saw them say, "You can't do this." I have been working at this school for 6 years. In my 16 years of teaching life, I have never seen a principal say no to an event to be held for the benefit of the school. (P1)

8.School's views on support for teachers regarding leadership

The opinions of the participants are given below:

The school doesn't actually support us very much. He wants us to do whatever the procedure is, whatever the official duties are. Going the extra mile is something about our character. If it is something useful for the school and the student and if there is a duty for the school, they also help us when we ask. If they have the means. (P5)

They're not very helpful, sir. We do this because we love it. We do it out of our own sacrifice. I also know how to sit. But when we have an idea, they don't always say no, they try to do it as much as possible. (P14)

Sometimes they help. If you have accepted yourself, you will be at the forefront in this regard. But if you can't get yourself accepted, on the contrary, you will be a rebel, useless, and disruptive because you think differently. Because when you produce different ideas, the other person must respect this and at least implement usable ones. But on the contrary, when you are seen that way, you may be penalized or excluded. (P15)

Bulgulara göre bazılarına göre, yöneticiler öğretmenlere destek vermiyor.

According to the first result obtained in the research, it is seen that the participating school administrators do not distinguish teacher leadership from other types of leadership and perceive it as a natural quality of the teaching profession. In recent years, school change and innovation processes have made it necessary to increase the quality of teaching and maximize the effectiveness of teachers in the areas of student learning. It is on the agenda for school administrators to change their understanding of leadership and share leadership authority with teachers. More shared leadership approaches, in which all school members will embrace a common purpose and sense of responsibility, are expected, especially from school principals. As a matter of fact, one participant shows a similar approach with the view that "One of the most important characteristics of teacher leaders that differs from other teachers is that they have leadership skills." A study shows that leader-member interaction between school principals and teachers has a positive effect on school efficiency. While Bass (2016) states that school principals have very important roles in revealing teachers' leadership behaviors, school administrators do not always act by understanding the importance of teacher leadership and its contributions to the school development process. School principals are expected to pave the way, especially for teacher leaders, and even provide support for their practices. In our country, the leadership skills and competence levels of school administrators play an important role in the realization of teacher leadership in schools.

9.Opinions on Methods to Eliminate Teachers' Reluctance to Share Their Innovative Ideas

Participants were asked, "Sometimes teachers may have innovative ideas about the school, but they are reluctant to take action or share their ideas with others. How do you think these teachers should be supported?" The question was posed. The participants' opinions on the method of eliminating other teachers' reluctance to share their innovative ideas and their frequency distribution are given in Table 8.

Table 8. Method to Eliminate Participants' Reluctance to Share Other Teachers' Innovative Ideas

Opinions	**Frequns**
To support	13
To direct	5
Giving Motivation	3
To persuade	2
	23

Table 8. shows the participants' opinions on the method of eliminating other teachers' reluctance to share their innovative ideas. Thirteen of the participants said that they supported teachers who experienced this. Five of the participants stated that they guided the teachers who experienced this, three stated that they motivated them, and two stated that they persuaded them.

The opinions of the participants who supported their colleagues in this situation are given below:

We're trying to help as much as we can. We provide support by saying "You start, we'll help you wherever you get stuck." (P1)

If I can, I say let's do it together, or if you give it to me, I can do it too. That's how I try to help. (P2)

I recommend that he contact the school administration. If necessary, we can enter together. Apart from that, it is necessary to meet with different non-governmental organizations, associations, foundations or perhaps people from the national education department, I will try to take the initiative in these. (P3)

Bennis (2016) revealed in his study that the factors that reduce teachers' motivation for professional development stem from teachers' individual characteristics and attitudes, their expectations about activities, their personal and family responsibilities, their economic situation, the planning methods and timing of activities, the school they work in, their groups and the approach of the school administration. It is similar to the findings in our study, such as teacher reluctance, familial and child responsibilities, high

costs, lack of continuity of training, physical conditions of the school, lack of appreciation by the administrator, not allowing the administrator, and punishment for taking initiative. Teachers have various expectations from their administrators.

Teacher leaders are people who trust their colleagues, share, communicate easily, are respected and their decisions are valued. School administrators who participated in this study also stated that trustworthiness and communication skills are the most important characteristics of teacher leadership. In this regard, a participating school administrator said; "People need to have someone they trust…". Another participating school administrator's opinion; "It also has a big role that children and students will love and respect. Trust is also a common aspect." Teaching stands out as a respected and trusted profession in society. It was stated by some of the participating administrators that leader teachers are also reliable and respected. In this regard, a participatory manager; "By reminding or giving respect to the child or the people around you at work, students feel safe and trusted because they show respect. This is a great achievement for the student. Naturally, with this feeling and this behavior, you become a leader in the child's eyes." Another participant manager; "Teacher leaders are people who can establish good communication and dialogue with children, influence the children around them, and influence the administration and parents."

Can [2006:363] states that leader teachers find it necessary to learn many leadership skills on the job to communicate effectively with their colleagues. Communication skill is considered one of the effective leadership characteristics. All of the administrators who participated in this study expressed similar views that communication is both a leadership and teacher leadership skill. A participatory manager; "I count communication at the top of teacher leadership skills". Another manager; "You must have very good communication knowledge and skills. "Communication skills should be the most prominent skill of the teacher." If a participant is a manager; "One of the most important aspects of communication, that is, being a teacher leader, is to have strong communication skills." Another participating manager on this subject; "Parents see the school as a family because of their high level of communication, and the teachers' room becomes a home environment because they have a high ability to gather other teachers together."

10.Discussion

The research reveals that obstacles to teacher leadership arise from different points such as central administration, school, and individual

dimensions. According to the results of the research, the leadership characteristics of teachers are collected in three dimensions, and these dimensions are; It has been concluded that these are personal actions, collaboration skills, and professional knowledge skills. Leadership characteristics of teachers; It is seen that these are acting within the framework of a common understanding, sharing responsibility and information, being a role model, planning and communication skills, field expertise, and professional development. Bass (2019) states that many studies on teacher leadership point to the importance of creating shared norms and values among teachers and a collaborative school climate. In addition, Bennis (2016) states that teachers can demonstrate their leadership qualities more in an environment where they can participate in school-related decisions, their opinions are taken into account, working hours are arranged by collaborative work, and they are supported for individual development. In this regard, it is seen that the teacher leader characteristics obtained as a result of the study findings are similar to the findings obtained in previous studies. In this regard, it can be said that a suitable environment is important for revealing and developing teacher leadership skills. Can (2007), who examined the level of realization of teacher leadership skills in his research, states that the actions classified under the headings of "personal actions, collaboration skills, and professional knowledge skills" are carried out by teachers, but such behaviors are more regulation-oriented and should be essential skills. In addition, it was concluded that some of the teachers were able to exhibit school-wide projects that could lead to change and create team awareness. It can be concluded that the findings regarding teacher leadership skills obtained as a result of the study are the lowest level behaviors for "teacher leadership", but provide a structure suitable for the classification of such skills. In the study of Senge, P., (2016), it was concluded that the factors that motivate teachers are certificates of achievement, being rewarded with a salary, and award certificates. In addition, teachers are greatly motivated by situations such as receiving verbal appreciation or thanks and being set as an example. In our study, we see that similar factors motivate teachers. The teachers who participated in the study mentioned that they expected to be appreciated by their administrators and to receive a document or at least a verbal thank you as a result of their work. When we look at the roles of school administrators, we see that they have a critical role in motivating, directing, and ensuring the professional development of teachers. In the study of Poppen, M.L. (2017), the difficulties experienced by managers were examined in five categories. Among these categories, in the school business management category, they mentioned challenging situations such as finding

financing, providing cleaning staff, late arrival of funds/materials, inadequate physical conditions, procedures/paperwork, and completing the deficiencies of the previous management. These situations that managers have to deal with suggest that managers' motivational roles are left behind and they cannot fulfill the responsibilities of this role. However, a manager who wants to increase teacher success must recognize the motivating factors of teachers [Senge, P., 2016]. According to Reinforcement Theory, reinforcement ensures that a behavior is repeated. Teachers must be motivated for their professional development to be continuous and effective. Since the aim of administrators is for teachers to learn and maintain the desired behaviors within the school, it is necessary to provide positive reinforcement to motivate teachers.

Can (2006) stated in his study that the factors that motivate teachers are students, control anxiety, changes in educational programs, teachers' perception of themselves as inadequate, being open to innovations, and the desire to gain competence in the profession. It has similar findings to our study's findings of liking professional development/learning, wanting to improve students, being interested in the subject, seeing the profession as sacred, wanting to contribute to the environment, and feeling inadequate. However, the findings of changes in the education program in Can's (2006) study were not found in our study. However, our participants shared their views on keeping up with changes when defining professional development. This may indicate that teachers define adapting to changes as professional development, but changes are not a factor in their motivation. Similar findings are found in Yılmaz, A. İ. (2018) was also found in their study. They stated that the factors that motivate teachers for professional development are students, control anxiety, changes in the education program, seeing themselves as inadequate, being open to innovations, and the desire to gain competence in the field. In the studies of Öztürk, N. (2015), the factors that motivate professional development are students, sense of conscience, technology, changes in education programs, teachers' perception of themselves as inadequate, student parents, administration, family, being open to innovations, sense of responsibility, social media, professional competence. status and professional reputation. It is similar to the findings in our study of administrator's encouragement, student feedback, liking professional development/learning, wanting to develop students, seeing the profession as sacred, wanting to contribute to the environment, and feeling inadequacy. However, this study differs from ours with its findings such as technology, social media, sense of conscience, and students' parents. Participants in our study mentioned technology in their descriptions of

professional development. They also talked about their unofficial activities on social media. In addition, the parent factor is among the factors that reduce motivation in our study. The reason for this may be that the region where our participants work is located in a disadvantaged area. It has been observed that teachers frequently mention that parent problems reduce their motivation. According to Vroom's Expectation Theory, individuals expect to be rewarded for their efforts. If the individual thinks that he can get a reward as a result of his effort, he puts in more effort. The individual wants to see a reward when he makes a certain effort. If the reward that a person will receive for his efforts is attainable (there is a possibility of receiving a reward) and he wants that reward, that person will be motivated [Tschannen-Moran M and Gareis CR 2017, p.802]. Vroom's Expectation Theory emphasizes the expectation of reward among the factors that motivate teachers. Yılmaz, A. İ. (2018) study, participants mentioned the issue of reward among the factors that motivate teachers for professional development. In our study, it was revealed that teachers expect to be rewarded to motivate them for professional development and that administrators also need rewards to motivate teachers. To motivate teachers, school administrators should use these rewards effectively at the appropriate place and time [Yılmaz, A., 2018, s.159]. Research shows that administrators have great importance in teacher motivation.

Bennis's study revealed that the factors that reduce teachers' motivation for professional development stem from teachers' characteristics and attitudes, their expectations about activities, their personal and family responsibilities, their economic situation, the planning methods and timing of activities, the school they work in, their groups and the approach of the school administration. It is similar to the findings in our study, such as teacher reluctance, familial and child responsibilities, high costs, lack of continuity of training, physical conditions of the school, lack of appreciation by the administrator, not allowing the administrator, and punishment for taking initiative. Teachers have various expectations from their administrators. When we look at the findings of our study, it is stated that situations such as the administrator not giving permission, the administrator not appreciating it, and punishing taking initiative reduce the motivation of teachers.

In Senge, P., (2016) study, sixty percent of the participants mentioned that managers did not support their postgraduate education. In this case, teachers' expectations from their administrators cannot be realized. In the findings of our research, it was found that school administrators' lack of convenience is an important factor that reduces motivation for professional development. Since student development cannot be achieved adequately without qualified

teachers, such administrator behavior in the education system will lead the system to entropy. Female teachers who participated in the study stated that their biggest obstacle to motivation for professional development was their family and child responsibilities. Likewise, when managers were asked, they saw the 100 obstacles to the motivation of their female employees as family and child problems. Women sometimes take on more than one responsibility and often experience multiple roles and superwoman syndrome, either unconsciously or consciously [Patterson, J., 2017, p.74-75]. Additionally, women have invisible obstacles during their career development. This situation is explained by the glass ceiling syndrome.

According to Bass (2016), the desired success cannot be achieved because professional development activities are carried out in a cursory, fragmented, one-off, daily work away from deep topics. In our study, similar findings to those in the literature were obtained. Insufficient quality of training activities, lack of continuity of training, lack of application area and not being given by experts in the field reduce the motivation of teachers. According to the findings of our study, it was revealed that the participants experienced security problems in the schools where they worked. In this case, it will not be possible to talk about the professional development of the teacher whose safety cannot be ensured.

Factors that reduce teachers' motivation for professional development have been determined as student reluctance, parental interventions, parental indifference, and negative discourses against the teaching profession. Teachers' perceptions and experiences of the supervisor's inadequacy and lack of a role model play an important role in the teacher's professional development because the supervisor is one of the people responsible for teacher development. In the study conducted by Bennis (2016), it was emphasized that the quality and number of in-service training were not at the desired level. Among the factors that reduce motivation for professional development, in the category of school-related factors, the negative attitude of the school administration, the physical inadequacies of the schools, and the lack of institutional culture were most frequently mentioned. It can be said that these findings in the literature are consistent with and support our findings on the physical conditions of the school, the administrator's lack of permission, the administrator's lack of appreciation, and the lack of supervision. In the problem of the research, methods of coping with the factors that reduce teachers' motivation for professional development were examined. Coping methods against factors that reduce teachers' motivation for professional development were examined in three categories: effort, social support, and inertia. Self-motivation, self-sacrifice, and patience in the

effort category; spouse and friend support in the social support category; In the inertia category, findings of acceptance, doing nothing, waiting, and not caring emerged.

The administrators' responses to the methods of coping with the factors that reduce teachers' motivation for professional development are divided into two categories: concrete and abstract support. In the concrete support category, preparing a lesson program, allocating tools, providing the necessary materials, and rewarding were mentioned, while in the abstract support category, the findings of giving the teacher the necessary value, providing individual guidance, not forcing and the principal's motivational speech emerged. Motivation is a form of behavior that ensures the continuation of behavior in the face of obstacles and requires an internal or external effort that motivates the individual to continue the behavior.

Motivation is a process that stimulates individuals and activates them. Individuals in organizations take action to achieve determined goals thanks to motivation. However, our study revealed that teachers have difficulty in being motivated and have difficulty coping with factors that reduce their motivation. In the previous sub-problem of the study, we saw in the findings section of the thesis that they could not do anything about factors such as negative statements about the profession, student reluctance, parental intervention, and the Ministry of Education's decisions that reduce teachers' motivation, and that they showed behaviors such as accepting, doing nothing, waiting, and not caring in the face of these situations. According to Can [2006: 349], the motivation of teachers, who are one of the most important elements of education and training, is important in terms of increasing the quality of education. The findings of our study revealed that one of the most important factors that motivates and demotivates teachers is the student. While the teacher is motivated when the student likes the lesson and is open to learning, the motivation of the teacher decreases when he sees the student's reluctance. However, in the face of this situation, it is seen that teachers do not apply a successful coping method by accepting the situation, being patient, or remaining inactive, as they do not do anything to change student reluctance. According to Bennis [1982: 80-81], motivation is multifaceted. It is necessary to know who, what, when, and how to motivate. However, it would not be realistic to say that all administrators work to motivate teachers for professional development. It is an important finding that the behavior and attitude of administrators are among the factors that reduce teachers' motivation. On the other hand, managers already provide the simplest support they have to do as a manager to those who want to do something. For

example; Administrators mentioned that they prepared lesson plans suitable for teachers with postgraduate education.

In the problem of the research, the participants' opinions (relating to the current situation, and ideal conditions) that would motivate teachers' leadership were examined. The ideal conditions that will increase teachers' motivation for professional development were examined in four categories: factors related to the professional development activity, factors related to the school, factors related to the teacher, and factors related to the administrator. In the category of factors related to professional development effectiveness, the most common seminars are face-to-face, held at a time separate from school, making the training more useful and eliminating the transportation problem; In the category of school-related factors, it is most applicable in schools and the school he works in is different; In the category of factors related to the teacher, the most common views were the reduction of family burden, and in the category of factors related to the administrator, the most common views were that the administrator should not cause leave problems, should direct, make announcements and invite experts. The administrators who participated in the study expressed their opinions in two categories: factors related to the school and factors related to the administrator. In the category of factors related to the school, the most common views were that the school where the teacher works were different, and in the category of factors related to the administrator, the most common views were that the administrator used his motivating role and corrected the deficiencies. In his studies, Bass (2016) stated that to carry out teachers' professional development more effectively, their interests and needs should be taken into account, face-to-face training should be provided, and the training should be applicable in schools. Teachers also stated that avoiding monotony in their teaching, providing training by experts in their field, arranging the groups homogeneously, and making planning would help ensure a more efficient education. In the study conducted by Özçetin (2019), the participants expressed their opinions that the ideal conditions should be primarily provided by experts, school administrators should be knowledgeable about in-service training, universities should provide support, and there should be experts to provide education in schools. It has been stated that there is a dilemma regarding whether it is ideal for professional development to be compulsory or voluntary. These findings coincide with the findings from our research. The study shows that the ideal conditions for teachers' leadership are the exact opposite of situations that reduce teachers' motivation. It turns out that administrators' views on situations that reduce teachers' motivation and their views on ideal conditions are compatible with each other. The study

conducted is consistent within itself. It is thought that it would be appropriate to review professional development studies in this direction, taking into account the data obtained, in terms of the efficiency of the studies.

11.Conclusion

When the school administration is supportive, the process begins to move towards a good place. If the school administration establishes school-family and school-teacher relationships correctly and ensures balance, the teacher's job becomes much easier. Of course, the teacher's responsibility and the structure of the school are also important in the process. The current institutional culture of the school and the human relations within this culture, the administrative structure of the school, the educational and sociological structure of the schools, and institutional norms affect the leadership efforts in the school. Teacher leadership has a positive impact on school and student success, achievement of goals, and dynamic learning processes. A good teacher leader does not have problems with dominance in the classroom, raises his students as self-confident and goal-oriented individuals, motivates them, and this increases success. The attitude of the leader teacher makes the learning environment at school fun. According to Bennis's (2016) research results, school and classroom success and quality education are possible with leader teachers who guide them towards success. The results of our research support this finding. When the definitions of roles and responsibilities within the system are made as they should be, teachers will take on more responsibilities, initiatives will increase as uncertainties decrease, and teachers with leadership potential will face fewer internal and external limitations [Can, 2006, s.349]. In our study, supporting these data in the literature, it was concluded that in-school interaction, legal regulations, and cooperation with stakeholders improve teacher leadership in schools. If there is coordination and balance between all elements within the school, teachers can use their potential and exhibit leadership behaviors. With legal regulations, teachers should be given the authority to be more effective and different development opportunities, the teaching profession should be professionalized, the rights of teachers should be protected by law, the perception about teaching should be improved, teaching career stages should be regulated, employees should be separated from non-working people, and incentives, appreciation, and rewards should be provided. Participants stated that when regulations regarding these issues are made, teachers' awareness of responsibility and positive factors in the structure of the school come together; They agree that leadership activities can be carried out effectively in our schools and that leader teachers can make a difference.

Recommendations for practitioners:

• It may be recommended that leader teachers be relieved of unnecessary workload so that they can demonstrate leadership behaviors at school.

• It may be recommended to organize in-service training programs on teacher leadership.

• It may be suggested that school administrators guide teachers on this issue.

• It may be recommended to ensure the active participation of teachers in decision-making processes at school.

• It may be recommended that teachers obtain a master's degree to improve themselves in leadership.

• It may be suggested that universities and schools do more studies together on leadership.

Recommendations for researchers:

• More comprehensive and mixed studies can be conducted on the effect of teacher leadership on student achievement in schools.

• This study was conducted in Baku province and only in high schools; Similar studies can be conducted in different provinces and at different educational levels.

• Studies can be conducted to obtain the opinions of students, administrators, and parents regarding teacher leadership.

• Studies can be conducted to investigate teachers' expectations regarding teacher leadership.

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Azərbaycanda məktəb rəhbərlərinin müəllim liderliyi haqqında təsəvvürləri

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Abstrakt. Tərifləri aydın olmayan anlayışlardan biri də müəllim liderliyidir. Müəllimlər lider olmaq üçün müxtəlif risklərə meylli olmalıdırlar. Əslində praktikada əksər müəllimlərə karyeraya hazırlıq proqramlarında liderlik bacarıqları öyrədilmir. Qərar vermə proseslərində və məktəb rəhbərliyinin səylərində müəllimlərin uğurları bəzən məhdud olur.

Siniflərində nəzarətə nail olan müəllimlər məktəbdəki digər böyüklərə təkliflər vermək üçün daha çox gücə malikdirlər və müəllim liderləri kimi məktəbə dəyərli keyfiyyətlər gətirə bilərlər. Müəllim rəhbərliyi effektiv sinif fəaliyyətini təşkil etmək məqsədi ilə yanaşı, məktəb fəaliyyətlərində də iştirak etməyi tələb edir.

Bu tədqiqat Azərbaycanda müəllim liderliyinin inkişafında direktorların və müəllimlərin rollarını və strategiyalarını müzakirə etmək üçün aparılmışdır. Tədqiqatın məqsədinə çatmaq üçün skan üsuluna əməl edilmiş və nəzəri təhlil aparılmışdır. Liderlik bir qrupu motivasiya etmək, onları müəyyən məqsədlər

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ətrafında toplamaq və bu məqsədlərə birlikdə nail olmaq bacarığıdır. Effektiv lider kimi müəllim vizyonu inkişaf etdirmək, öz baxışını bölüşmək və bütün şagirdlərin inkişafına və fərdi fərqlərinə uyğun öyrənmə təcrübələrini təşkil etmək məsuliyyətinə malikdir.

Açar sözlər: Azərbaycan, müəllim rəhbərliyi, məktəb, təhsil, idarəçi, sinif otağı

Восприятие директоров школ в Азербайджане о лидерстве учителей

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Абстракт. Одним из понятий с нечеткими определениями является лидерство учителя. Учителя должны быть склонны идти на различные риски, чтобы стать лидерами. Фактически, на практике большинство учителей не обучаются лидерским навыкам в программах подготовки к карьере. Успех учителей в процессах принятия решений и усилиях школьного руководства иногда ограничены.

Учителя, достигшие контроля в своих классах, имеют гораздо больше возможностей вносить предложения другим взрослым в школе и могут привнести в школу ценные качества в качестве руководителей учителей. Помимо стремления организовать эффективную деятельность в классе, руководство учителя также требует участия в школьных мероприятиях.

Это исследование было проведено для обсуждения роли и стратегии директоров и учителей в развитии педагогического лидерства в Азербайджане. Для достижения цели исследования был использован метод сканирования и проведен теоретический анализ. Лидерство - это способность мотивировать группу, объединять ее вокруг определенных целей и вместе достигать этих целей. Как эффективный лидер, учитель несет ответственность за разработку видения, распространение своего видения и организацию учебного процесса, соответствующего развитию и индивидуальным различиям всех учащихся.

Ключевые слова: Азербайджан, педагогическое руководство, школа, образование, администратор, класс

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